



By establishing a new standard for collaborative course design and delivery, Michigan can lead the world in teaching foundational topics at scale on a research university campus.

## The Foundational Course Initiative (FCI)

A Proposal for 21st-Century Support for Teaching at Scale

## What are Foundational Courses?

- FCs are gateways to the major or the primary introduction to a discipline.
- FCs enroll large numbers of students with very diverse backgrounds, interests, and goals.
- Student success in FCs can vary widely.
- FCs are often taught by multiple faculty over time and/or in a given semester.
- FCs are time consuming to teach and manage.

## FCs generate \$150 million in tuition every term.



\*Courses with enrollments of 200+

#### Goals for the FCI

- 1.A 21st Century Approach to Student Success: Foundational courses should maintain rigor and have the success of all students as their goal.
- 2. Evidence-Based Course Design:
  Disciplinary experts and education
  professionals address course-specific
  challenges as a team while adding to our
  theory and knowledge of teaching and
  learning.
- 3. A New Standard for Excellence:
  Michigan's foundational courses should
  be the best in the nation, continuously
  innovating, assessing success, and setting
  the standard for higher education.

In 5 years,
we will transform
30 courses,
and impact
80% of undergrads.

#### Why Participate?

Motivations for participating in the FCI will vary among courses and disciplines, but for any foundational course, there are a number of possible reasons to participate.

**Explore** possibilities for course design and pedagogy that leverage emerging technologies.

Support, evolve, and institutionalize reforms pioneered by early adopters.

**Create** opportunities for intergenerational mentoring on teaching.

Develop new course models that highlight the benefits of a residential research setting.

Infuse evidence-based pedagogies that:

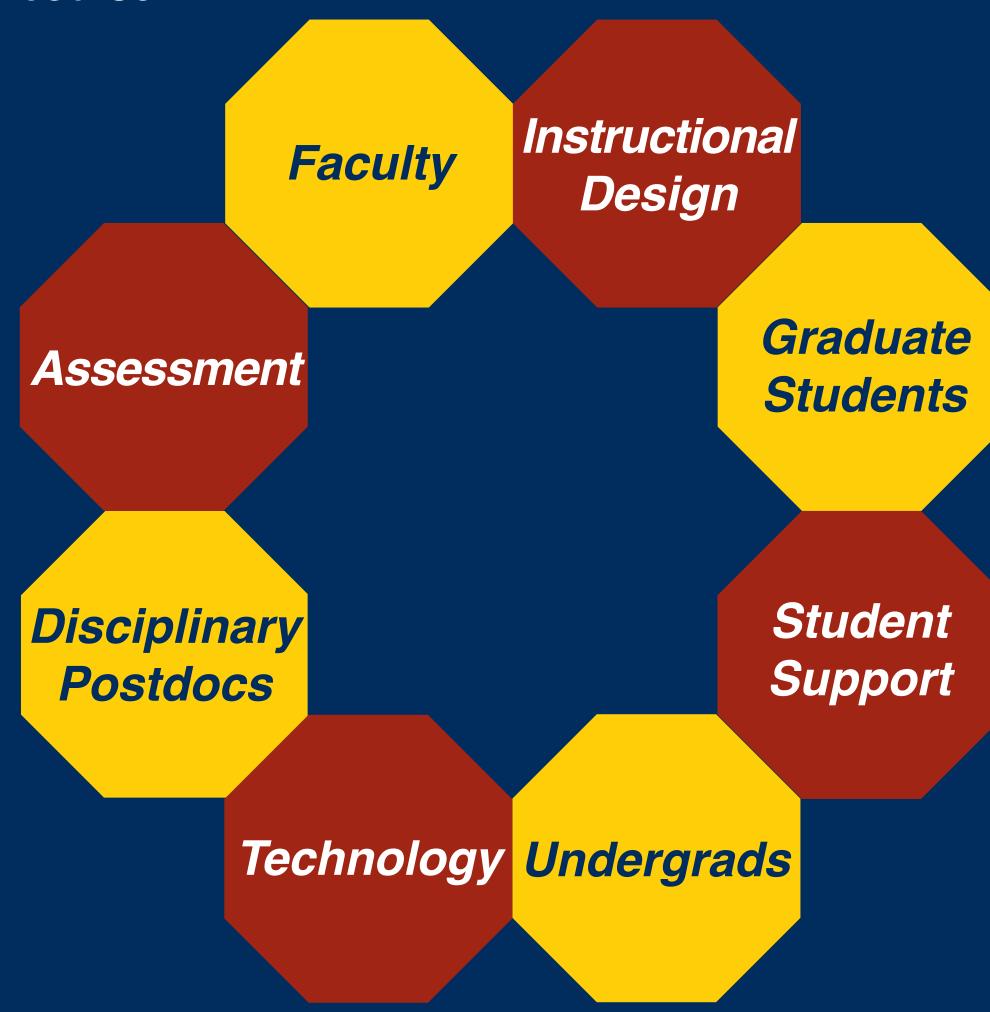
- Support the learning and success of all students.
- Improve motivation and engagement.
- Increase student perception of educational value.

Collaborate to tackle challenges, such as:

- In some courses, student success and satisfaction are low.
- Teaching these courses alone is difficult, and team support can help make improvements possible.

# Collaborative Course Design Teams

CCD teams draw expertise from the department, college, and from CRLT staff and others with a substantial investment in the course.



#### Collaborative Course Design Process

1/3 of all

credits\*

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**Tim McKay**, PI of REBUILD Project; Arthur F. Thurnau Professor of Physics, Astronomy, and Education **Marybeth Bauer**, Project Coordinator, REBUILD Project

## Consultation & Proposal

FCI works with department stakeholders on a formal proposal to enter the CCD process.

## Exploration & Design

CCD team meets regularly to study the course and its students and to develop learning objectives, select pedagogies, and design assignments.

## Development & Testing

CCD team meets regularly while the pilot version of a reformed course is taught. The course becomes a learning laboratory, as new approaches are implemented and assessed.

## Delivery & Reporting

Faculty teach the "final" revised course and work with the CCD team on a report describing evidence of success and ongoing needs for support.

## Certification & Foundational Status

FC status is granted by a Faculty Advisory Board after review of the CCD team report. FCs receive ongoing support and, after 3 years, the course is reviewed to identify opportunities for further innovation.